

**IMPROVING STUDENTS' WRITING SKILL IN PARAGRAPH BUILDING  
BY USING CHAIN CARD GAME OF**

**SMAN 6 LUWU UTARA**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Education Studies Program Tarbiyah and Teacher  
Training Faculty of Institute for State Islamic Institute of Palopo in Partial  
Fulfillment of Requirement for Bachelor Degree in English Education*

**MILA FADILLAH**

**REG. NUM. 14.16.3.0178**

**ENGLISH STUDY PROGRAM**

**TARBIYAH AND TEACHER FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2019**

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**TARBIYAH AND TEACHER FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**



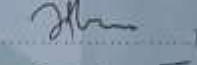
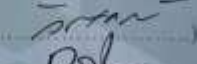


**2019**

### THESIS APPROVAL

This thesis, entitled "Improving Students' Writing Skill in Paragraph Building by Using Chain Card Game of SMAN 6 Luwu Utara" written by Mila Fadillah, Reg. Number 14.16.3.0178, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Wednesday, February 6<sup>th</sup> 2019 M, coincided with Dzul-Qai'dah 1<sup>st</sup> 1440 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, February 6<sup>th</sup>, 2019 M  
Dzul-Qai'dah 1<sup>st</sup> 1440 H

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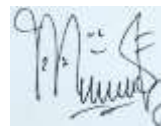
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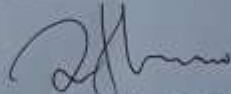
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آله وصحبه أجمعين أما بعد

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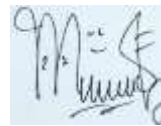
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The Researcher

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Mila Fadillah

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## **ABSTRACT**

**Mila Fadillah, 2019 “Improving Students’ Writing Skill in Paragraph Building by Using Chain Card Game of SMAN 6 Luwu Utara”. Thesis of Tarbiyah Department in State Institute for Islamic Studies (IAIN) Palopo, Consultant, I Dr. Rustan S,M.Hum. and consultant, II Andi Tenrisanna Syam, S.Pd.,M.Pd.**

**Key Word : Chain Card Game, Writing Skill, Narrative Paragraph**

The objective of this research was to find out whether or not Chain Card Game can improve students writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

This thesis applied pre-experimental method. The number of population was 120 students consisted of four classes. This research was purposive sampling. The researcher took class XI MIA 1 sample. The number of sample was 30 students. The researcher used formula and scoring writing test consists of content, organization, vocabulary, language use and mechanic on Technique of Data Analysis. The researcher collected data through pre-test, treatment and post-test. The researcher used writing test consisted of three items.

The result of this research showed that there was significant improvements on students’ to write narrative paragraph after conducting the treatment. The result of analyzed the data from descriptive statistics that the mean score of students in pre-test only 61,9 and the result of mean score from post-test had until 84,3. And based on the table “ $t_{table}$ ” standard of signification 5% with  $df = 29$  the researcher got  $t_{table} = 2,045$  and from descriptive statistic  $t_{count} = 9,035$  from this result the researcher gave interpretation that where 9,035 is biggest than 2,045. Its means that using Chain Card Game can improved the students’ writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is one of four skills in English. Writing in English mainly connected with idea because students cannot write a good composition without idea. Before writing, it is important to compose idea and think about theme to write. Besides, it also is needed to form good composition.

Writing skill is considered as the most difficult language skill because we should master grammar, vocabulary, spelling and punctuation. In addition, necessary skill or logical way of thinking is a skill to mix words into meaningful sentences.

Based on preliminary observation at SMAN 6 Luwu Utara, the researcher found the students' problems. The students of eleventh grade were difficult to write a paragraph so their writing score is low. The students did not know how to use the grammatical sentence, spelling, punctuation and they had less of vocabulary. In learning, the teachers always presented the lesson seriously. It made students bored and difficult to study. To solve the problem, the researcher used chain card game.

Sadiman states that the game is any contest between players who interact with each other by following certain rules to achieve certain goals as well. So, the game is a way of playing by following the rules that can be done individually or in groups to achieve certain goals.<sup>1</sup> Whereas according to Sudono, the game tool is all the play

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<sup>1</sup>Arief Sadiman, *Media Pendidikan*, (Jakarta: Raja Grafindo Persada, 2003), p. 75.

tools that can be used by learners to meet the instinct of play and have the properties take apart and pairs, grouping, combining, stringing and shaping to arrange in accordance with the origin form. Learning by playing provides an opportunity for students to manipulate, practice and gain innumerable concepts and insight.<sup>2</sup> Yugi said a chain is formed when one player activates a card effect and his/her opponent responds with an effect of his/her own.<sup>3</sup>

Chain card game is a free translation from "Permainan Kartu Berantai". All players play these cards just like playing ramie card. In this game players have to arrange their cards, so they can be a paragraph. Carrier said that a card game is any game using playing cards as the primary things with which the game is played, be they traditional or game specific. Some games have formally standardized rules whole rules for others can vary by region, culture, and person.<sup>4</sup> Chain card game is a game that makes students enjoy the lesson. The students never feel bored and difficult even though they study English, the students feel easy in learning language. Chain card game make classroom be active and interesting. The game can increase the motivation of students because they can play while studying.<sup>5</sup>

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<sup>2</sup>Anggani Sudono, *Sumber Belajar dan Alat Permainan*, (Jakarta: Raja Grafindo Persada, 2000), p. 15.

<sup>3</sup>Yugi, *Duelist Guide*, (Tokyo: Kanomi, 2011), p. 1.

<sup>4</sup>Carrier M, *Game and activities for the language learner*, (London:Harrap, 1982), p. 2.

<sup>5</sup>Andreas Suwarno, *Peningkatan kemampuan membuat kalimat bahasa inggris dengan strategy permainan kartu pada siswa kelas VIII SMP Negeri 4 Muara keling, Musirawas*, (Palembang: Universitas Lampung, 2003), p. 53.

## **B. Problem Statement**

Based on the background above, the problem statement of this research as follows “Is the use of chain card game effective to improve students writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara?”

## **C. Objective of the Research**

Based on the question above, the objective of this research is to find out whether or not chain card game is effective to improve students writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

## **D. Significance of the Research**

The theoretical and practical significance of the study can be described as follows:

### **1. Theoretically**

It can be useful to support the theory of chain card game; the scholars said that it is effective to improve students’ writing skill.

### **2. Practically**

- a. For the teachers, this research can be a new way to develop the teaching media which applies new game in the school.
- b. For the students, this research is expected to be useful for students. This study may motivate the students who have problems in writing.
- c. For the further researchers, this research will be very useful as a reference to conduct another relevant research.

### **E. Scope and Limitation of the Research**

This research applied chain card game in teaching writing. This research is limited on narrative paragraph. The type of narrative paragraph is a story. The student's narrative paragraph are assessed by using scoring rubric by Heaton namely: content, organization, vocabulary, language use and mechanics.

### **F. Operational Definition**

In order to avoid any misunderstanding some terms of the title is necessary to be described as follows:

1. Writing is activity which state mind, opinion, and idea on the visual form. So the writer can write whatever in his brain to the paper. Then, he can produce a good composition.

2. Chain card game is a free translation from "permainan kartu berantai". All players play these cards just like playing ramie card. This game can be played by four or more people. In this game, the players need to arrange their cards so those can be a paragraph. If the cards are played well, they will become narrative paragraph.

3. Narrative paragraph is a story that tell about something interesting that has purpose to amuse and to entertain the readers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous of Related Research**

The researcher described the related researchs that have been conducted to this research as follows:

1. The research which was conducted by Indrioko entitled “Using Chain Card Game Method to Improve Ability to Make English Sentences” showed the students’ ability in making sentences who were taught by using chain card game. The research used Classroom Action Research method and the subject of the research conducted in MI Irsyadut Tholibin, Rejotangan, especially implemented in the classroom of the school year 6 semester 1. The result of analysis showed that the chain card game method can be used to improve ability to make English sentences.<sup>6</sup>

2. The research which was conducted by Safitri entitled “Increasing Writing Skill through Chain Card Game to the Tenth Grade Students at SMA 1 Peudawa Rayeuk” found whether chain card game is able to increase the students’ ability in writing. The research used Classroom Action Research method. The result of analysis

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<sup>6</sup>Erwin Indrioko, “Using Chain Card Game Method to Improve Ability to Make English Sentences”, <https://erwinkalangan.blogspot.com/2013/03/using-chain-card-game-method-to-improve.html>. Accessed on 8<sup>th</sup> September 2017.

showed that the use of chain card game is able to improve students' writing ability at the Tenth Grade Students at SMA 1 Peudawa Rayeuk.<sup>7</sup>

3. The research was conducted by Nurmawati entitled "Increasing Students' Ability to Compose English Sentence through Chain Card Game at the Second Year of MTSN Model Palopo". The objective of the research was to find out how to apply chain card game effectively in increasing student's ability to compose English sentence at the second year of MTSN Model Palopo. The research used Classroom Action Research method. The result of analysis showed that chain card game learning media is effective in increasing students ability to compose English sentence to the second year of MTSN Model Palopo.<sup>8</sup>

The three researchers above applied Classroom Action Research whereas this research applied pre-experimental method. The research were using simple present tense as the material whereas this research was using narrative paragraph.

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<sup>7</sup>Oriza Safitri, "Increasing Writing Skill through Chain Card Game to the Tenth Grade Students at SMA 1 Peudawa Rayeuk Kabupaten Aceh Timur", <https://digilib.iainlangsa.ac.id/94>, Accessed on 7<sup>th</sup> September 2017.

<sup>8</sup>Nurmawati, "Increasing Student's Ability to Compose English Sentence through Chain Card Game at the Second Year of MTSN Model Palopo", (Palopo: IAIN Palopo, 2015), p. 71.

## **B. The Concept of Writing**

### **1. Definition of Writing**

Writing is one of the four basic language skills that increases significance of English 'license' degree students as it represents the main medium the use to do assignments in the different subject areas and answer examination questions. Fischer stated that writing is the method of representing language in visual form. Writing systems apply sets of symbols to represent the sounds of speech and also have symbols for such things as punctuation and numerals.<sup>9</sup>

Writing is the representation language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.<sup>10</sup>

According on the explanation above, it can be seen that writing is activity which state mind, opinion, and idea on the visual form. So the writer can write whatever in his brain to the paper. Then, he can produce a good composition.

### **2. Components of Writing**

There are five components of writing namely: content, organization, vocabulary, language use and mechanic.<sup>11</sup>

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<sup>9</sup>Fischer and Steven Rodger, *The History of Writing*, (London: Reaktion, 2001), p. 12.

<sup>10</sup>Anonymous, *Educating for Transformation*, (Africa: African Books Collective, 2014), p. 305.

<sup>11</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998),p. 148.



a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last consideration that can be measured in connecting with component, the composition should contain central purpose only and it should be develop.

b. Organization

In organization of writing concert with the way the writer writes the structure and organization of the ideas or the message within the writing process of the purpose and organizing the materials. Writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The use of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of component in writing. We can express ideas deal with vocabulary. Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meaning especially in book for learning a foreign language. Vocabulary is one of the component of writing to express ideas, we always deal with to compose what they are going to say, because he/she feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

d. Language use

Language use in writing description and other from writing involves correct language and point of grammar. We should not be able to do anything more than litter

separate items of language function. It also can help students improve the use of formal language.

e. Mechanics

There are two parts of mechanic in writing, namely function a capitalization. Function important as the way to clarify meaning. In English writing, capital letter have to be functioned. First, they need to distinguish between particular and thing. Second, it used adjective, act. This aspect very important since it leads readers to understand or to recognize immediately what the writer means to express definitely.

### **3. The Importance of Writing**

The research has found some references of the importance of the writing activities states, there are lot of the reasons why the writing is very important, as follows:<sup>12</sup>

- a. Writing helps us to organize our ideas, we can arrange them into the coherent form.
- b. Writing down ideas allows us to distance ourselves when we write the topic.
- c. Writing is a tool of discovery, we stimulate our thought process by act of writing into information and image who have our unconscious mind.
- d. Writing can generate new ideas by helping us to make connecting and relationship.

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<sup>12</sup>Suriani Banna, *Teaching Simple Past Tense at the Tenth Year Students of PMDS Putri Through Writing Personal Experience*, (Palopo: STAIN Palopo, 2011),p. 26-27.

#### **4. Process of Writing**

Writing as one of productive skill needs a process. Harmer stated that writing process involves a series of steps to follow in producing a finished piece of writing. There are four main elements:<sup>13</sup>

##### **a. Planning**

Planning is the arrangement conducted to do something. The planning stage is important because at this stages lies the ideas of the process of writing. This may involve making detailed notes.

##### **b. Drafting**

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a draft.

##### **c. Editing**

The way to revise and to improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. A lot of drafts which are prepared have been written to be edited or revised. Once a writer has produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing,

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<sup>13</sup>Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education, 2004).

writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.<sup>14</sup>

d. Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

### **C. The Concept of Paragraph**

#### **1. Definition of Paragraph**

Paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence that support the main idea of that paragraph, and maintain a consistent flow.

#### **2. Types of Paragraph**

There are five types of paragraphs:

- a. Narrative Paragraph
- b. Descriptive Paragraph
- c. Argumentative Paragraph
- d. Persuasive Paragraph
- e. Expository Paragraph

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<sup>14</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 318.

### **3. Building a Paragraph**

#### **a. Logical Order**

A well-constructed paragraph contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of your sentences and ideas. There are various ways to order your sentences, depending on your purpose.

#### **b. Linking**

It is not only should sentences and ideas in a paragraph be logically arranged, but they should also flow smoothly. Expressions are: next, then, after, when, and other signal time sequence. Expressions are used to identify the example in the sentence. Such expressions provide a link between the presented ideas. Although you do not need to include a linking word or phrase in every sentence, you should use enough of them to help your reader follow your ideas clearly.

#### **c. Repetition of Key Words**

Each sentence in a paragraph should relate to the topic and develop the main idea, if a sentence does not relate to or develop that idea. If your paragraph repeats and elaborates key words there is less chance of writing irrelevant material.

#### **d. Relevance**

If a sentence does not relate to or develop the main idea, it is irrelevant and should be omitted. Cutting out the irrelevant material is part of the task of revising.<sup>15</sup>

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<sup>15</sup>Alison Hoffman, Barbara Griffiths and Iriana Elgort, *An Academic Writing Module:Paragraphs*, (New Zealand: Victoria Universityof Wellington, 2000), p. 40.

## **D. Narrative Paragraph**

### **1. Definition of Narrative Paragraph**

Anderson and Anderson stated that narratives are usually told by a story teller.<sup>16</sup> Another definition, Clouse defined the narrative is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.<sup>17</sup>

From the definition above, it said that narrative paragraph is a story that tell about something interesting that has purpose to amuse and to entertain the readers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

### **2. Purposes of Narrative Paragraph**

The purposes of narrative is to present a view of the world that entertains or informs the reader or listener. Then, the other purposes of narrative is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

### **3. Language Features of Narrative Paragraph**

- a. Nouns identify the spesific characters and places in the story.
- b. Adjectives provide accurate descriptions of the characters and settings.
- c. Verbs show the actions that occur in the story.

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<sup>16</sup>Anderson and Anderson, *op. cit.*, p. 6.

<sup>17</sup>Clouse, *loc. cit.*

- d. Time words connect events to tell when they occur; the use of simple past tense and past continuous tense.

#### **4. Generic Structures of Narrative Paragraph**

- a. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
- b. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
- c. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

#### **5. Types of Narrative Paragraph**

- a. Fables (The story of animals described as behaving like humans)
- b. Fairy stories (The story is fantastic, full of wonders)
- c. Myth
- d. Legends
- e. Personal experience (personal experience written)

### **E. The Concept of Media**

#### **1. Definition of Chain Card Game**

Sadiman states that the game is any contest between players who interact with each others by following certain rules to achieve certain goals as well. So, the game is a way of playing by following the rules that can be done individually or in groups to achieve certain goals.<sup>18</sup> Whereas according to Sudono, the game tool is all the play

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<sup>18</sup>Arief Sadiman, *Media Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 75.

tools that can be used by learners to meet the instinct of play and have the properties take apart and pairs, grouping, combining, stringing and shaping to arrange in accordance with the origin form. Learning by playing provides an opportunity for students to manipulate, practice and gain innumerable concepts and insight.<sup>19</sup> Yugi said a chain is formed when one player activates a card effect and his/her opponent responds with an effect of his/her own.<sup>20</sup>

From the definition above, it said that chain card game is a free translation from “permainan kartu berantai”. All players play these cards just like playing rami card. In this game, the players need to arrange their cards so those can be a paragraph. A card game is any game using playing cards as the primary things with which the game is played, be they traditional or game specific. Some games have formally standardized rules whole rules for others can vary by region, culture and person. A card game is played with a deck of playing cards intended for that game that are identical in size and shape. Each card has two sides the face and the back. The back of the cards in a deck are indistinguishable (except for those games employing the non standard card commonly accompanying a desk of cards, such as calendar cards), preventing any player who cannot see the card’s face from knowing it is value. The faces of the cards in a deck may all be unique, or may include duplicates, depending

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<sup>19</sup>Anggani Sudono, *Sumber Belajar dan Alat Permainan*, (Jakarta: Raja Grafindo Persada, 2000), p. 15.

<sup>20</sup>Yugi, *Duelist Guide*, (Tokyo: Kanomi, 2011), p. 1.



on the game. In either case, any card is readily identifiable by its face. The set of cards that make up the deck are known to the entire player using that deck.<sup>21</sup>

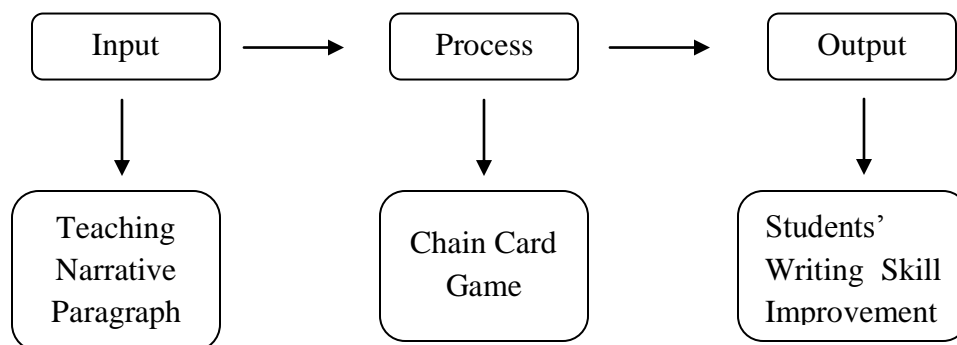
## 2. How to play Chain Card Game

To support this research, the researcher make tools such as : Lesson plan (RPP), cards and test. This game can be played by four or more people, with six numbers of cards for each set. This number can be added or decreased. Every card has one sentence that is a separate paragraph that has arranged, so if the cards are played well, they will become narrative paragraph.

All players play these cards just like playing ramie card. In this game, the players need to arrange their cards so those can be a paragraph or play the cards to continue other player sentence that haven't yet can be in the first or the last card construction. These cards are many of cartoons with size 5 x 8 cm, this size can be made based on our taste.

## F. Conceptual Framework

The researcher describes the conceptual framework in the diagram as follows :



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<sup>21</sup>Carrier M, *Game and activities for the language learner*, (London:Harrap, 1982), p. 2.

The researcher applied pre-experimental method which aimed to find out whether or not there is signification difference from students' input in teaching narrative paragraph before and after treatment.

In the process the researcher will give treatment by using Chain Card Game.

1. The researcher explained about definition of narrative paragraph, purposes of narrative paragraph, language features of narrative paragraph, generic structures of narrative paragraph and types of narrative paragraph.

2. The researcher explained about Chain Card Game.

3. The researcher divided students into some groups.

4. The researcher divided cards to each group and let them played the cards.

5. The researcher asked representative of each group to bring their cards that havebeen finished and have been written all of the sentences that have been arranged on the paper.

6. The researcher checks the stories that have been arranged of students. After that, the researcher gave correction based on the students result.

The output was the result of the treatment applied namely the students' writing skill improvement.

## **G. Hypothesis**

$H_0 = t_0 \leq t_t$  : Reject null hypothesis

$H_1 = t_0 \geq t_t$  : Accept null hypothesis

Notation :  $t_t = t$  table

$$t_0 = t \text{ count}^{22}$$

$H_0$  : Chain Card Game is not effective to improve students' writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

$H_1$  :Chain Card Game is effective to improve students' writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

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<sup>22</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995),p.289.

### CHAPTER III

#### RESEARCH METHODOLOGY

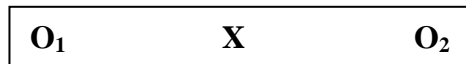
##### A. Method and Design of the Research

###### 1. Method of the research

In this research, the researcher used pre-experimental method with One-Group Pretest-Posttest design.<sup>23</sup> This research was classified as pre-experimental method because it was little or uncontrolled of extraneous variables. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort, but also before treatment.

###### 2. Design of the research

The design of the research could be described as follows:



Where:

$O_1$  = Pre-test

$X$  = Treatment

$O_2$  = Post-test

In this design, the researcher observed twice. The first was before treatment and the second was after treatment. The observation before treatment called pre-test

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<sup>23</sup>Samuel Stephens, *Research Connections*, (New York: Columbia University, 2004), p. 1.

and after treatment called post-test.<sup>24</sup> If the result of post-test was better than pre-test, it means the program was effective. If the result of post-test was similar to pre-test it means that the program was not effective.

## **B. Population and Sample**

### **1. Population**

The population of this research was all of the eleventh grade students of SMAN 6 Luwu Utara in academic year 2018/2019. The number of population was 120 students consisted of four classes. There were 30 students each class.

### **2. Sample**

This research was purposive sampling which taking one class although in eleventh grade students of SMAN 6 Luwu Utara consists of XI MIA 1, XI MIA 2, XI MIA 3 and XI MIA 4. The researcher focused on class XI MIA 1 of SMAN 6 Luwu Utara because the students could be the representative sample. There were 30 students with 6 boys and 24 girls.

## **C. Instrument of the Research**

The instrument of the research was writing test. The researcher used writing test to find out their competency in writing narrative paragraph before and after treatments. The researcher gave pre-test and post-test to students in writing narrative paragraph.

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<sup>24</sup>Subana and Sudrajad, *Statistik Pendidikan*, (Bandung: CV Pustaka Setia, 2005), p.99.

#### **D. Procedure of Collecting Data**

The procedure of collecting data in this research was described as follows:

##### **1. Giving Pre-test**

The researcher gave the pre-test to the students to find out their competency in writing narrative (Unforgettable experience) before giving treatment. It ran 60 minutes.

##### **2. Giving Treatment**

After giving pre-test, the researcher gave treatment. There were held for five meetings. The steps on teaching narrative paragraph by using Chain Card Game as follows:

- a. The researcher explained about definition of narrative paragraph, purposes of narrative paragraph, language features of narrative paragraph, generic structures of narrative paragraph and types of narrative paragraph.
- b. The researcher explained about Chain Card Game.
- c. The researcher divided students into some groups.
- d. The researcher divided cards to each group and let them played the cards.
- e. The researcher asked representative of each group to bring their cards that have been finished and have been written all of the sentences that have been arranged on the paper.
- f. The researcher checks the stories that have been arranged of students. After that, the researcher gave correction based on the students result.

### 3. Giving Post-test

After giving treatment, the researcher gave post-test. The researcher gave post-test that aimed to find out the students' writing skill improvement after being given treatment.

### E. Technique of Analyzing Data

1. Scoring students writing by using rubric for evaluating writing. All items were adapted from J.B. Heaton.<sup>25</sup>

- a. Content is substance of writing the ideal express.
- b. Organization is the purpose of material in writing which happen from beginning the end.
- c. Vocabulary is the all the word that use.
- d. Language use is the correct use of the syntatic patterns and structural words.
- e. Mechanic is the use of graphic convention of the language.

#### 1) Content

Score	Classification	Criteria
30-27	Excellent to Very Good	Knowledgeable, substantive, etc.
26-22	Good to Average	Some knowledge of subject, adequate range, etc.
21-17	Fair to Poor	Limited knowledge of subject, little

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<sup>25</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 135-146.

		substance, etc.
16-13	Very Poor	Does not show knowledge of subject, non substantive, etc.

## 2) Organization

Score	Classification	Criteria
20-18	Excellent to Very Good	Fluent expression, ideas clearly stated, etc.
17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, etc.
13-10	Fair to Poor	Non fluent, ideas confused or disconnected, etc.
9-7	Very Poor	Does not communicate, no organization, etc.

## 3) Vocabulary

Score	Classification	Criteria
20-18	Excellent to Very Good	Sophisticated range, effective, word/idiom choice and usage, etc.
17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.



13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.

4) Language use

Score	Classification	Criteria
25-22	Excellent to Very Good	Effective complex constructions, etc.
21-19	Good to Average	Effective but simple constructions, etc.
17-11	Fair to Poor	Major problems in simple/complex constructions, etc.
10-5	Very Poor	Virtually no mastery of sentence construction rules, etc.

5) Mechanics

Score	Classification	Criteria
5	Excellent to Very Good	Demonstrates mastery of conventions, etc.
4	Good to Average	Occasional errors of spelling, punctuation, etc.

3	Fair to Poor	Frequent errors of spelling punctuation, capitalization, etc.
2	Very Poor	No mastery of conventions, dominated by errors of spelling punctuation, capitalization, paragraphing, etc.

2. Classifying the students' pre-test and post-test score into the following scale.

- a. 90 – 100 : Excellent
- b. 80 – 89 : Good
- c. 70 – 79 : Adequate
- d. 60 – 69 : Inadequate/ unsatisfactory
- e. Below 60 : Failing/ unacceptable<sup>26</sup>

3. Classifying the students' in percentage by used formula as follow:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = The cumulative frequency of subjects

N = Total number of Sample<sup>27</sup>

4. Calculating the mean score, finding out the standard deviation of the pre-test and post-test, computing the frequency and the rate percentage students' scores and

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<sup>26</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2004), p. 287.

<sup>27</sup>L.R Gay, *Educational Research*, (USA: Pearson Education, 1981), p.225.

testing the hypothesis of the significant difference between the means of two groups on some independent variable by calculating the value of the independent t-test uses SPSS.

#### **F. Criteria of Hypothesis Acceptability**

1.  $t_{\text{count}} \leq t_{\text{table}} = \text{Reject null hypothesis}$
2.  $t_{\text{count}} \geq t_{\text{table}} = \text{Accept null hypothesis}$

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings were processed to find out whether or not chain card game can improve students writing skill in paragraph building. This was presented by the researcher by calculating the mean score, finding out the standard deviation of the pre-test and post-test, computing the frequency and the rate percentage students' scores and testing the hypothesis of the significant difference between the means of two groups on some independent variable by calculating the value of the independent t-test uses SPSS.

##### 1. Pre-test

First, the researcher showed the complete score of students' writing skill in write narrative paragraph about unforgettable experience (content, organization, vocabulary, language use, mechanic) in pre-test. It was tabulated by the following table:

**Table 4.1. Students' Score in Content, Organization, Vocabulary, Language use, Mechanic Assessment of Pre-test**

Respondents	The components of writing					
	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	22	14	16	19	4	75
R2	17	10	9	11	3	50
R3	22	16	17	20	4	79
R4	17	10	9	11	3	50
R5	22	17	16	20	4	79
R6	22	14	16	19	4	75

R7	22	14	16	19	4	75
R8	17	10	9	11	3	50
R9	22	15	17	17	4	75
R10	22	14	16	19	4	75
R11	17	10	9	11	3	50
R12	22	14	16	19	4	75
R13	17	10	9	11	3	50
R14	17	10	9	11	3	50
R15	22	17	17	20	4	80
R16	17	10	9	11	3	50
R17	22	17	16	20	4	79
R18	22	14	16	19	4	75
R19	17	10	9	11	3	50
R20	17	10	10	10	3	50
R21	13	7	7	5	3	35
R22	22	14	16	19	4	75
R23	22	14	16	19	4	75
R24	22	17	17	20	4	80
R25	17	10	10	10	3	50
R26	17	10	9	11	3	50
R27	17	10	10	10	3	50
R28	17	10	10	10	3	50
R29	17	10	10	10	3	50
R30	17	10	10	10	3	50
Total						1857

**Table 4.2. The Mean Score of Students' in Content, Organization, Vocabulary, Language use, Mechanic Assessment of Pre-test**

	N	Minimum	Maximum	Mean
Content	30	13,00	22,00	19,2000
Organization	30	7,00	17,00	12,2667
Vocabulary	30	7,00	17,00	12,5333
Language use	30	5,00	20,00	14,4333
Mechanic	30	3,00	4,00	3,4667
Valid N (listwise)	30			

Based on the table 4.2, it showed that the lowest score of students in content was 13 and the highest score was 22. The students achievement were also indicated

by seeing the mean score of assessment of pre-test which was 19,20. The lowest score of students in organization was 7 and the highest score was 17. The mean score of students' in organization assessment of pre-test was 12,27. The lowest score of students in vocabulary was 7 and the highest score was 17. The mean score of students' in vocabulary assessment of pre-test was 12,53. The lowest score of students in language use was 5 and the highest score was 20. The mean score of students' in language use assessment of pre-test was 14,43. The lowest score of students in mechanic was 3 and the highest score was 4. The mean score of students' in mechanic assessment of pre-test was 3,47.

**Table 4.3. The Rate Percentage of Students' Score in Content Assessment of Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	30-27	-	0%
2	Good to Average	26-22	14	47%
3	Fair to Poor	21-17	15	50%
4	Very Poor	16-13	1	3%
Total			30	100%

The table above showed the students' score in the content assessment of pre-test were vary; in which there was none student (0%) got excellent to very good, 14 students (47%) got good to average, there were 15 students (50%) got fair to poor, and 1 student (3%) got very poor classification.

**Table 4.4. The Rate Percentage of Students' Score in Organization Assessment of Pre-test**

No	Classification	Score	Frequency	Percentage
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1	Excellent to Very Good	20-18	-	0%
2	Good to Average	17-14	14	47%
3	Fair to Poor	13-10	15	50%
4	Very Poor	9-7	1	3%
Total			30	100%

The table above showed the students' score in the organization assessment of pre-test were vary; in which there was none student (0%) got excellent to very good, 14 students (47%) got good to average, there were 15 students (50%) got fair to poor, and 1 student (3%) got very poor classification.

**Table 4.5. The Rate Percentage of Students' Score in Vocabulary Assessment of Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	20-18	-	0%
2	Good to Average	17-14	14	47%
3	Fair to Poor	13-10	6	20%
4	Very Poor	9-7	10	33%
Total			30	100%

The table above showed the students' score in the vocabulary assessment of pre-test were various; in which there was none student (0%) got excellent to very good, 14 students (47%) got good to average, there were 6 students (20%) got fair to poor, and 10 students (33%) got very poor classification.

**Table 4.6. The Rate Percentage of Students' Score in Language use Assessment of Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	25-22	-	0%

2	Good to Average	21-19	13	43%
3	Fair to Poor	17-11	10	33%
4	Very Poor	10-5	7	24%
Total			30	100%

The table above showed the students' score in the language use assessment of pre-test were vary; in which there was none student (0%) got excellent to very good, 13 students (43%) got good to average, there were 10 students (33%) got Fair to poor, and 7 students (24%) got very poor classification.

**Table 4.7. The Rate Percentage of Students' Score in Mechanic Assessment of Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	5	-	0%
2	Good to Average	4	14	47%
3	Fair to Poor	3	16	53%
4	Very Poor	2	-	0%
Total			30	100%

The table above showed the students' score in the mechanic assessment of pre-test were vary; in which there was none student (0%) got excellent to very good, 14students (47%) got good to average, there were 16 students (53%) got fair to poor, and there was none student (0%) got very poor classification.

## **2. Pre-test**

Second, the researcher showed the complete score of students' writing skill in write narrative paragraph (one of the stories that have been arranged of students)



(content, organization, vocabulary, language use, mechanic) in post-test. It was tabulated by the following table:

**Table 4.8. Students' Score in Content, Organization, Vocabulary, Language use, Mechanic Assessment of Post-test**

Respondents	The components of writing					
	Content	Organization	Vocabulary	Language use	Mechanic	Score
R1	27	18	17	22	5	89
R2	21	17	13	21	3	75
R3	27	18	17	22	5	89
R4	27	18	18	22	4	89
R5	27	19	17	21	5	89
R6	27	18	18	22	4	89
R7	27	18	18	22	4	89
R8	21	17	13	21	3	75
R9	27	19	17	22	4	89
R10	21	17	13	21	3	75
R11	22	17	17	20	4	80
R12	27	19	17	22	4	89
R13	27	18	17	22	5	89
R14	27	20	17	21	4	89
R15	26	17	17	21	4	85
R16	22	17	17	20	4	80
R17	26	17	17	21	4	85
R18	26	17	17	21	4	85
R19	27	20	17	21	5	90
R20	22	17	17	20	4	80
R21	27	18	18	18	4	89
R22	22	17	17	20	4	80
R23	27	18	17	22	5	89
R24	26	17	17	21	4	85
R25	26	17	17	21	4	85
R26	26	17	17	21	4	85
R27	26	17	17	21	4	85
R28	22	17	17	20	4	80
R29	22	17	17	20	4	80
R30	26	17	17	21	4	85
Total						2529

**Table 4.9. The Mean Score of Students' in Content, Organization, Vocabulary, Language use, Mechanic Assessment of Post-test**

	N	Minimum	Maximum	Mean
Content	30	21,00	27,00	24,9667
Organization	30	17,00	20,00	17,6667
Vocabulary	30	13,00	18,00	16,7333
Language use	30	17,00	22,00	20,8667
Mechanic	30	3,00	5,00	4,0667
Valid N (listwise)	30			

Based on the table 4.9, it showed that the lowest score of students in content was 21 and the highest score was 27. The students also indicated that the mean score of students' in content assessment of post-test was 24,97. The lowest score of students in organization was 17 and the highest score was 20. The mean score of students' in organization assessment of post-test was 17,67. The lowest score of students in vocabulary was 13 and the highest score was 18. The mean score of students' in vocabulary assessment of post-test was 16,73. The lowest score of students in language use was 17 and the highest score was 22. The mean score of students' in language use assessment of post-test was 20,87. The lowest score of students in mechanic was 3 and the highest score was 5. The mean score of students' in mechanic assessment of post-test was 4,07.

**Table 4.10. The Rate Percentage of Students' Score in ContentAssessment of Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	30-27	13	43%
2	Good to Average	26-22	13	43%
3	Fair to Poor	21-17	4	13%

4	Very Poor	16-13	-	0%
Total			30	100%

The table above showed the students' score in the content assessment of post-test were vary; in which there were 13 students (43%) got excellent to very good, 13 students (43%) got good to average, there were 4 students (14%) got fair to poor, and there was none student (0%) got very poor classification.

**Table 4.11. The Rate Percentage of Students' Score in Organization Assessment of Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	20-18	13	43%
2	Good to Average	17-14	17	57%
3	Fair to Poor	13-10	-	0%
4	Very Poor	9-7	-	0%
Total			30	100%

The table above showed the students' score in the organization assessment of post-test were vary; in which there were 13 students (43%) got excellent to very good, 17 students (57%) got good to average, there was none student (0%) got fair to poor, and there was none student (0%) got very poor classification.

**Table 4.12. The Rate Percentage of Students' Score in Vocabulary Assessment of Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	20-18	4	13%
2	Good to Average	17-14	23	77%
3	Fair to Poor	13-10	3	10%
4	Very Poor	9-7	-	0%

Total	30	100%
-------	----	------

The table above showed the students' score in the vocabulary assessment of post-test were vary; in which there were 4 students (13%) got excellent to very good, 23 students (77%) got good to average, there were 3 students (10%) got fair to poor, and there was none student (0%) got very poor classification.

**Table 4.13. The Rate Percentage of Students' Score in Language use Assessment of Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	25-22	9	30%
2	Good to Average	21-19	19	63%
3	Fair to Poor	17-11	2	7%
4	Very Poor	10-5	-	0%
Total			30	100%

The table above showed the students' score in the language use assessment of post-test were vary; in which there were 9 students (30%) got excellent to very good, 19 students (63%) got good to average, there were 10 students (33%) got fair to poor, and 2 students (7%) got very poor classification.

**Table 4.14. The Rate Percentage of Students' Score in Mechanic Assessment of Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent to Very Good	5	6	20%
2	Good to Average	4	20	67%
3	Fair to Poor	3	4	13%
4	Very Poor	2	-	0%
Total			30	100%

The table above showed the students' score in the mechanic assessment of post-test were vary; in which there were 6 students (20%) got Excellent to very good, 20 students (67%) got good to average, there were 4 students (13%) got Fair to poor, and there was none student (0%) got very poor classification.

**Table 4.15. The Mean Score in Pre-test and Post-test**

	N	Minimum	Maximum	Sum	Mean
Pre-test	30	35,00	80,00	1857,00	61,9000
Post-test	30	75,00	90,00	2529,00	84,3000
Valid N (listwise)	30				

Based on the table **4.15**, it indicates that the mean score in pre-test was 61,9 and post-test was 84,3. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that chain card game can improve students writing skill in paragraph building.

**Table 4.16. The Standard Deviation and Standard Error in Pre-test and Post-test**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	61,9000	30	14,29336	2,60960
Post-test	84,3000	30	5,03881	0,91996

Based on the table **4.16**, it indicates that the standard deviation in pre-test was 14,29336 and post-test was 5,03881. It also showed that the standard error mean of students in pre-test was 2,60960 and the standard error mean of students in post-test was 0,91996.

The table **4.16** also showed that the mean score in pre-test was 61,9 and the mean score in post-test was 84,3. It can be concluded that the students' score improved from 61,9 to 84,3.

**Table 4.17. The Paired Samples Correlations of Pre-test And Post-test**

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	30	0,315	0,091

The table **4.17** showed the correlation students' competency before and after treatment was 0,315. It means that there was a significant correlation of students' competency in writing narrative paragraph through chain card game before and after treatment.

**Table 4.18. The Paired Samples Test of Pre-test And Post-test**

	Paired Differences					T	D f	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-test	22,40000	13,57889	2,47915	27,47044	17,32956	9,035	29	0,000

Based on the table **4.18**, of the paired samples test of pre-test and post-test, the researcher got the data that  $t_0$  ( $t_{\text{count}}$ ) = 9,035 and df (degree of freedom) = 29. Based on the table distribution of  $t_t$  ( $t_{\text{table}}$ ) = 2,045, it was the standard of significant 0,05 with degree of freedom (df) = 29. Based on the result, the result concluded that  $t_0$  was higher than  $t_t$  ( $t_{\text{table}}$ ),  $t_0 \geq t_t$   $9,035 \geq 2,045$

Related to the result that ( $t_0 \geq t_t$ ) the  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ , it means that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted. It concluded that there was a significance difference in writing narrative paragraph before and after treatment. Because of that, the researcher believed that chain card game was effective to improve students' writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara.

## **B. Discussion**

Based on preliminary observation at SMAN 6 Luwu Utara, the researcher found the students' problems. The students of eleventh grade were difficult to write a paragraph so their writing score was low. The students did not know how to use the grammatical sentence, spelling, punctuation and they had less of vocabulary.

Writing is activity which state mind, opinion, and idea on the visual form. So the writer can write whatever in his brain to the paper. Then, he can produce a good composition.

Writing skill is considered as the most difficult language skill because we should master grammar, vocabulary, spelling and punctuation. In learning, the teachers always presented the lesson seriously. It made students bored and difficult to study. So, the researcher should combine the material with game.

Chain card game is a free translation from "permainan kartu berantai". All players play these cards just like playing ramie card. This game can be played by four

or more people. In this game, the players need to arrange their cards so those can be a paragraph. If the cards are played well, they will become narrative paragraph.

Carrier said that a card game is any game using playing cards as the primary things with which the game is played, be they traditional or game specific. Some games have formally standardized rules while rules for others can vary by region, culture, and person.<sup>28</sup> Chain card game is a game that makes students enjoy in their lesson. The students never bored and difficult even though they study English, the students feel easy in language learning. Chain card game make classroom will be active and it is not silent. It can increase the motivation of students because they can play while study.

In this section, the discussion deals with the interpretation of the findings derived from the result of statistical analysis through Chain Card Game to improve the students' writing skill in paragraph building of both pre-test and post-test. The description of the data collected through the test as explained in the previous section showed that the students' ability to write improved significantly. It was supported by the mean score rate of the result of the students pre-test and post-test. The mean score of the pre-test was 61,9 and the post-test was 84,3.

The highest score in pre-test was 80 while the highest score in post-test was 90 and the lowest score in pre-test was 35 while the lowest in post-test was 75. The mean score of Chain Card Game to write narrative paragraph improved after they

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<sup>28</sup>Carrier M, *Game and activities for the language learner*, (London: Harrap, 1982), p. 2.



were given treatment. The improvement of students' ability was marked by the result of the post-test. In the pre-test, no one students got excellent. After giving treatment, the result was one student got excellent classification. And from the result of  $t_{\text{count}}$  got 9,035 and  $t_{\text{table}}$  got 2,045, this indicated that  $t_{\text{count}}$  is biggest than  $t_{\text{table}}$  by giving interpretation based on the criteria hypothesis acceptability of standard of significance ( $\alpha$ ) = 0,05 or 5%

$$df = N - 1$$

If  $t_{\text{count}} \leq t_{\text{table}} = \text{Reject null hypothesis}$

If  $t_{\text{count}} \geq t_{\text{table}} = \text{Accept null hypothesis}$

Based on the result of the data analysis showed that Chain Card Game can improved students' writing skill in paragraph building. It can be seen on the table before and after treatment (different result between pre-test and post-test).

The researcher concluded that Chain Card Game gave positive contributes to English teacher and students' ability in writing.

The difference and similarity between this result of the research and previous of related research. The first, the difference were this research used Chain Card Game to improve students writing skill in paragraph building of SMAN 6 Luwu Utara. While the previous of related research in Indrioko (2012) with the title Using Chain Card Game Method to Improve Ability to Make English Sentences. The researcher found that the Chain Card Game method can be used to improve ability to make

English sentences. The similarity was this research research and previous of related research used the same game that is Chain Card Game.

The second, the difference were this research used Chain Card Game to improve students writing skill in paragraph building of SMAN 6 Luwu Utara. While the previous of related research in Safitri (2014) with the title is Increasing Writing Skill through Chain Card Game to the Tenth Grade Students at SMA 1 Peudawa Rayeuk. The researcher found that the use of Chain Card Game is able to improve students' writing ability at the Tenth Grade Students at SMA 1 Peudawa Rayeuk. The similarity was this research research and previous of related research used the same game that is Chain Card Game.

The third, the difference were this research used Chain Card Game to improve students writing skill in paragraph building of SMAN 6 Luwu Utara. While the previous of related research in Nurawati (2015) in her thesis entitled "Increasing Students' Ability to Compose English Sentence through Chain Card Game at the Second Year of MTSN Model Palopo". The researcher found that Chain Card Game learning media is effective in increasing students ability to compose English sentence to the second year of MTSN Model Palopo. The similarity was this research research and previous of related research used the same game that is Chain Card Game.

Based on explanation above, the researcher concluded that the use of Chain Card Game is effective to improve students' writing skill in paragraph building. This is one of game which makes students enjoy in their lesson. The students never bored

and difficult eventhough they study English, the students feel easy in language learning. Chain card game make classroom be active and interesting. The game can increase the motivation of students because they can play while studying.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings, the researcher would like to put forward some conclusions as follows:

Chain Card Game is effective to improve students' writing skill in paragraph building at the eleventh grade students of SMAN 6 Luwu Utara. Finally, the result of the highest score in pre-test was 80 while the highest score in post-test was 90. The difference toward the mean score before and after treatment namely: in pre-test is 61,9 while in post-test is 84,3. Its means that there are improvement scores after doing the treatment by using Chain Card Game to write narrative paragraph. The researcher concludes that Chain Card Game toward the students' ability to write narrative paragraph have contribution in improving students' ability in writing.

It is supported by the result of data findings in pre-test to post-test of this research. By the data findings that there were the different between mean score before and after treatment. In addition that the result of  $t_{count}$  and  $t_{table}$  showed from the descriptive statistic of all the data from pre-test and post-test toward criteria in writing have significance difference score to the students' result score.

## **B. Suggestions**

After conducting this research and considering its result, the researcher gives suggestions as follows:

1. The teacher should be more creative in making card by giving interesting pictures on each card based on the theme of the story.
2. The teacher should change the size of the writing on the card so that the student does not difficulty reading the writing on the card.
3. The students should be calm when playing games in the classroom.
4. The students should practice writing in form narrative paragraph by using Chain Card Game with their ability. So, they can improve their skill.
5. Hopefully, there will be an improvement for the next research. It is really possible to optimize many sectors of teaching writing. The future researcher can make this study as a reference to conduct another relevant research.

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# **A P P E N D I N C E S**



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan pertama (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Memahami pengertian dan fungsi narrative.
2. Menulis teks dalam bentuk narrative.

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami pengertian dan fungsi narrative.
2. Siswa dapat menulis teks dalam bentuk narrative.

### **E. Materi Pembelajaran**

1. Narrative adalah kisah yang menceritakan tentang sesuatu yang menarik yang

memiliki tujuan untuk menghibur pembaca.

2. Fungsi narrative adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.

## **F. Langkah-Langkah Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama, mengecek kehadiran siswa dan berkenalan.

### **2. Kegiatan Inti**

- a. Peneliti menjelaskan pengertian dan fungsi paragraf narrative kepada siswa.
- b. Peneliti memberikan tes writing (pre-test) kepada siswa.
- c. Siswa membuat cerita tentang pengalaman yang tidak dapat dilupakan (unforgettable experience) untuk mengetahui kemampuan menulis bahasa Inggris siswa.

### **3. Penutup**

- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.
- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

## **G. Sumber Belajar**

1. Buku cetak, kamus bahasa Inggris dan internet

## **H. Penilaian**

### **1. Procedure**

- a. Tes tulis

2. Jenis teks

- a. Tulisan : Menjawab pertanyaan dilembar jawaban

3. Instrument

- a. Write down narrative paragraph tell about your unforgettable experience. Your writing should consist of at least 3 (three) paragraphs.

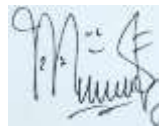
**I. Prosedur Penilaian**

1. Pedoman penilaian :

- a. Berdasarkan pada halaman 23-26 yang di kutib dari buku "*Writing English Language Test*" oleh J.B Heaton
- b. Instrument penilaian terlampir

Malangke, 6 Desember 2018

Mahasiswa,



Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-2 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Memahami Language features of narrative.
2. Menyusun kalimat menjadi paragraf narrative.
3. Menulis teks dalam bentuk narrative.

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami Language features of narrative.
2. Siswa dapat menyusun kalimat menjadi paragraf narrative.
3. Siswa dapat menulis teks dalam bentuk narrative.

### **E. Materi Pembelajaran**

1. Language features of narrative :

- a. Menggunakan Action Verb dalam bentuk Past Tense. Misalnya: walked, climbed, turned, brought, dsb.
- b. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the king, the queen, dsb.
- c. Menggunakan Adjectives yang membentuk noun phrase. Misalnya: long black hair, two red apples, dsb.
- d. Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya: then, before, after, soon, dsb.
- e. Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya: here, in the mountain, happily ever after, dsb.

2. Susunlah kartu berantai menjadi sebuah paragraf narrative (story about True Friend) dan tentukan language features yang ada pada cerita tersebut.



3. Tulislah sebuah cerita menggunakan kosa kata dan Time Conjunctions berikut.



## **F. Metode**

1. Chain Card Game (CCG)

## **G. Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.
- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan sebelumnya.

### **2. Kegiatan Inti**

- a. Peneliti menjelaskan language features of narrative.
- b. Peneliti menjelaskan cara memainkan permainan kartu berantai (Chain Card Game) kepada siswa.
  - 1) Siswa dibagi menjadi 5 kelompok yang terdiri dari 6 siswa.
  - 2) Permainan chain card game dimulai dengan membagikan masing - masing kelompok satu set kartu kalimat yang sudah dituliskan beberapa kalimat yang akan disusun menjadi paragraf narrative.
  - 3) Peneliti membagikan 6 kartu yang sudah diacak ke tiap kelompok.
  - 4) Setiap kelompok menyusun kartu kalimat menjadi sebuah paragraf narrative (story about True Friend), berdasarkan aturan permainan yang telah ditentukan.
  - 5) Kartu kalimat yang sudah tersusun menjadi paragraf narrative yang benar, para pemain menuliskannya pada kertas yang telah disediakan.
  - 6) Selanjutnya, peneliti memeriksa hasil kerja siswa.
- c. Peneliti kembali membagikan 6 kartu ke tiap kelompok.
  - 1) Kartu tersebut berisi beberapa kosa kata (clues) dan Time Conjunctions.
  - 2) Setiap kelompok menulis cerita berdasarkan kosa kata dan Time Conjunctions yang ada pada kartu tersebut.
  - 3) Selanjutnya, peneliti memeriksa hasil kerja siswa.

4) Setelah selesai, peneliti membacakan cerita yang sebenarnya kepada siswa.

### **3. Penutup**

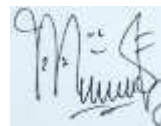
- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.
- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

### **H. Sumber Belajar**

1. Kamus bahasa inggris dan internet
2. Chain card game

Malangke, 13 Desember 2018

Mahasiswa,

A handwritten signature in blue ink, appearing to read 'Mila Fadillah', with a stylized flourish at the end.

Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-3 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Memahami Generic structures of narrative.
2. Menyusun kalimat menjadi paragraf narrative.
3. Menulis teks dalam bentuk narrative.

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami Generic Structures of narrative.
2. Siswa dapat menyusun kalimat menjadi paragraf narrative.
3. Siswa dapat menulis teks dalam bentuk narrative.

### **E. Materi Pembelajaran**



1. Generic Structures of narrative :

- a. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
- b. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
- c. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

2. Susunlah kartu berantai menjadi sebuah paragraf narrative (story about Cinderella) dan tentukan Generic structures of narrative.



3. Tulislah sebuah cerita menggunakan kosa kata dan Time Conjunctions berikut.



**F. Metode**

1. Chain Card Game (CCG)

**G. Kegiatan Pembelajaran**

## **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.
- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan sebelumnya.

## **2. Kegiatan Inti**

- a. Peneliti menjelaskan Generic Structures of narrative.
- b. Peneliti menjelaskan cara memainkan permainan kartu berantai (Chain Card Game) kepada siswa.
  - 1) Siswa dibagi menjadi 5 kelompok yang terdiri dari 6 siswa.
  - 2) Permainan chain card game dimulai dengan membagikan masing - masing kelompok satu set kartu kalimat yang sudah dituliskan beberapa kalimat yang akan disusun menjadi paragraf narrative.
  - 3) Peneliti membagikan 6 kartu yang sudah diacak ke tiap kelompok.
  - 4) Setiap kelompok menyusun kartu kalimat menjadi sebuah paragraf narrative (story about Cinderella) berdasarkan aturan permainan yang telah ditentukan.
  - 5) Kartu kalimat yang sudah tersusun menjadi paragraf narrative yang benar, para pemain menuliskannya pada kertas yang telah disediakan.
  - 6) Selanjutnya, peneliti memeriksa hasil kerja siswa.
- c. Peneliti kembali membagikan 6 kartu ke tiap kelompok.
  - 1) Kartu tersebut berisi beberapa kosa kata (clues) dan Time Conjunctions.
  - 2) Setiap kelompok menulis cerita berdasarkan kosa kata dan Time Conjunctions yang ada pada kartu tersebut.
  - 3) Selanjutnya, peneliti memeriksa hasil kerja siswa.
  - 4) Setelah selesai, peneliti membacakan cerita yang sebenarnya kepada siswa.

## **3. Penutup**

- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.

- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

#### **H. Sumber Belajar**

- 1. Kamus bahasa inggris dan internet
- 2. Chain card game

Malangke, 20 Desember 2018

Mahasiswa,

A handwritten signature in blue ink, appearing to read 'Mila Fadillah', with a stylized flourish at the end.

Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-4 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Memahami Purposes of narrative paragraph.
2. Menyusun kalimat menjadi paragraf narrative.
3. Menulis teks dalam bentuk narrative.

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami Purposes of narrative paragraph.
2. Siswa dapat menyusun kalimat menjadi paragraf narrative.
3. Siswa dapat menulis teks dalam bentuk narrative.

### **E. Materi Pembelajaran**

1. Purposes of narrative paragraph :

- a. Entertaining the readers : Menghibur pembaca
- b. Teaching the readers some moral lessons : Memberikan pelajaran nilai bagi pembacanya (pesan moral).

2. Susunlah kartu berantai menjadi sebuah paragraf narrative (story about The Hen with The Gold Eggs) dan tentukan moral lesson (pesan moral) yang ada pada cerita tersebut.



3. Tulislah sebuah cerita menggunakan kosa kata dan Time Conjunctions berikut.



**F. Metode**

1. Chain Card Game (CCG)

**G. Kegiatan Pembelajaran**

**1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.

- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan sebelumnya.

## **2. Kegiatan Inti**

- a. Peneliti menjelaskan Purposes of narrative paragraph.
- b. Peneliti menjelaskan cara memainkan permainan kartu berantai (Chain Card Game) kepada siswa.
  - 1) Siswa dibagi menjadi 5 kelompok yang terdiri dari 6 siswa.
  - 2) Permainan chain card game dimulai dengan membagikan masing - masing kelompok satu set kartu kalimat yang sudah dituliskan beberapa kalimat yang akan disusun menjadi paragraf narrative.
  - 3) Peneliti membagikan 6 kartu yang sudah diacak ke tiap kelompok.
  - 4) Setiap kelompok menyusun kartu kalimat menjadi sebuah paragraf narrative (story about The Hen with The Gold Eggs) berdasarkan aturan permainan yang telah ditentukan.
  - 5) Kartu kalimat yang sudah tersusun menjadi paragraf narrative yang benar, para pemain menuliskannya pada kertas yang telah disediakan.
  - 6) Selanjutnya, peneliti memeriksa hasil kerja siswa.
- c. Peneliti kembali membagikan 6 kartu ke tiap kelompok.
  - 1) Kartu tersebut berisi beberapa kosa kata (clues) dan Time Conjunctions.
  - 2) Setiap kelompok menulis cerita berdasarkan kosa kata dan Time Conjunctions yang ada pada kartu tersebut.
  - 3) Selanjutnya, peneliti memeriksa hasil kerja siswa.
  - 4) Setelah selesai, peneliti membacakan cerita yang sebenarnya kepada siswa.

## **3. Penutup**

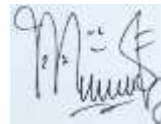
- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.
- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

## **H. Sumber Belajar**

1. Kamus bahasa inggris dan internet
2. Chain card game

Malangke, 27 Desember 2018

Mahasiswa,

A handwritten signature in blue ink, appearing to read 'Mila Fadillah', with a stylized flourish at the end.

Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-5 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Memahami Types of narrative paragraph.
2. Menyusun kalimat menjadi paragraf narrative.
3. Menulis teks dalam bentuk narrative.

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami Types of narrative paragraph.
2. Siswa dapat menyusun kalimat menjadi paragraf narrative.
3. Siswa dapat menulis teks dalam bentuk narrative.

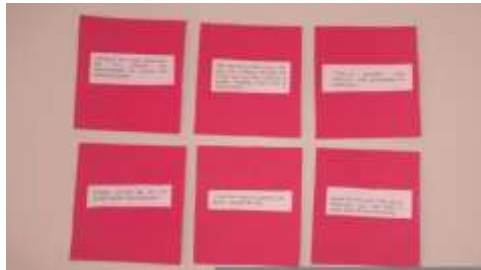
### **E. Materi Pembelajaran**



1. Types of narrative/ jenis - jenis narrative:

- a. Fable (Fabel): cerita tentang binatang yang biasanya digambarkan berperilaku seperti manusia. Contohnya: The story of monkey and crocodile, The smartest parrot, The ants and the grasshopper, Mousedeer and crocodile, dll.
- b. Fairy Stories: cerita yang bersifat fantastik atau penuh dengan keajaiban. Contohnya: Cinderella, Snow white, Pinocchio, Beauty and the beast, The Story of Rapunzel, dll.
- c. Myth (Mitos): cerita yang berhubungan dengan hal gaib, menceritakan asal usul suatu kebudayaan, yang biasanya dihubungkan dengan makhluk gaib seperti dewa dan sebagainya. Contohnya: The origin of Banyuwangi.
- d. Legend (Legenda): cerita yang sudah lama tersebar luas di masyarakat dan diyakini sebagai sebuah sejarah atau dipercaya sebagai hal yang benar terjadi di masa lalu. Contohnya: The legend of Tangkuban perahu, The story of Toba lake, Maling Kundang, Sangkuriang, dll.
- e. Personal Experience: cerita yang berupa pengalaman pribadi seseorang yang dibuat berdasarkan fakta dalam hidupnya. Cerita ini adalah pengalaman menarik dari seseorang dalam waktu tertentu dalam hidupnya. Contohnya: Unforgettable experience.

2. Susunlah kartu berantai menjadi sebuah paragraf narrative (story about The Fox and The Grapes).



3. Tulislah sebuah cerita menggunakan kosa kata dan Time Conjunctions berikut.



## **F. Metode**

1. Chain Card Game (CCG)

## **G. Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.
- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan sebelumnya.

### **2. Kegiatan Inti**

- a. Peneliti menjelaskan Types of narrative paragraph.
- b. Peneliti menjelaskan cara memainkan permainan kartu berantai (Chain Card Game) kepada siswa.
  - 1) Siswa dibagi menjadi 5 kelompok yang terdiri dari 6 siswa.
  - 2) Permainan chain card game dimulai dengan membagikan masing - masing kelompok satu set kartu kalimat yang sudah dituliskan beberapa kalimat yang akan disusun menjadi paragraf narrative.
  - 3) Peneliti membagikan 6 kartu yang sudah diacak ke tiap kelompok.
  - 4) Setiap kelompok menyusun kartu kalimat menjadi sebuah paragraf narrative (story about The Fox and The Grapes) berdasarkan aturan permainan yang telah ditentukan.

5) Kartu kalimat yang sudah tersusun menjadi paragraf narrative yang benar, para pemain menuliskannya pada kertas yang telah disediakan.

6) Selanjutnya, peneliti memeriksa hasil kerja siswa.

c. Peneliti kembali membagikan 6 kartu ke tiap kelompok.

1) Kartu tersebut berisi beberapa kosa kata (clues) dan Time Conjunctions.

2) Setiap kelompok menulis cerita berdasarkan kosa kata dan Time Conjunctions yang ada pada kartu tersebut.

3) Selanjutnya, peneliti memeriksa hasil kerja siswa.

4) Setelah selesai, peneliti membacakan cerita yang sebenarnya kepada siswa.

### **3. Penutup**

a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.

b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.

c. Peneliti dan siswa mengucapkan salam penutup.

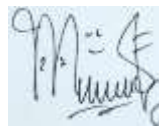
### **H. Sumber Belajar**

1. Kamus bahasa inggris dan internet

2. Chain card game

Malangke, 3 Januari 2019

Mahasiswa,



Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-6 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Mengidentifikasi makna teks *narrative*.
2. Menyusun kalimat menjadi paragraf *narrative*.
3. Menulis teks dalam bentuk *narrative*.

### **D. Tujuan Pembelajaran**

1. Siswa dapat mengidentifikasi makna teks *narrative*.
2. Siswa dapat menyusun kalimat menjadi paragraf *narrative*.
3. Siswa dapat menulis teks dalam bentuk *narrative*.

### **E. Materi Pembelajaran**

1. Teks tertulis berbentuk narrative :

**Snow White and the 7 dwarfs**

One upon a time, there lived a little, named Snow White. She lived with her aunt and uncle because he parents were died.

One day, she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow With them. Snow White didn't want her uncle and aunt to do this. So she decided to run away.

The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood, she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile, seven dwarfts were coming homefrom work. They went inside. There, they found Snow White woke up. She saw the dwarfts. The dwarfts said; "What is your name?".

Snow White said; "My name is Snow White". One of the dwarfts said, "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfts lived happily ever after.

2. Susunlah kartu berantai menjadi sebuah paragraf narrative (story about Ana and The Frog).



3. Tulislah sebuah cerita menggunakan kosa kata dan Time Conjunctions berikut.



## **F. Metode**

1. Chain Card Game (CCG)

## **G. Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.
- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan sebelumnya.

### **2. Kegiatan Inti**

- a. Siswa mengidentifikasi makna pada teks narrative "Snow White and the 7 dwarfs".
- b. Peneliti menjelaskan cara memainkan permainan kartu berantai (Chain Card Game) kepada siswa.
  - 1) Siswa dibagi menjadi 5 kelompok yang terdiri dari 6 siswa.
  - 2) Permainan chain card game dimulai dengan membagikan masing - masing kelompok satu set kartu kalimat yang sudah dituliskan beberapa kalimat yang akan disusun menjadi paragraf narrative.

- 3) Peneliti membagikan 6 kartu yang sudah diacak ke tiap kelompok.
  - 4) Setiap kelompok menyusun kartu kalimat menjadi sebuah paragraf narrative (story about Ana and The Frog) berdasarkan aturan permainan yang telah ditentukan.
  - 5) Kartu kalimat yang sudah tersusun menjadi paragraf narrative yang benar, para pemain menuliskannya pada kertas yang telah disediakan.
  - 6) Selanjutnya, peneliti memeriksa hasil kerja siswa.
- c. Peneliti kembali membagikan 6 kartu ke tiap kelompok.
- 1) Kartu tersebut berisi beberapa kosa kata (clues) dan Time Conjunctions.
  - 2) Setiap kelompok menulis cerita berdasarkan kosa kata dan Time Conjunctions yang ada pada kartu tersebut.
  - 3) Selanjutnya, peneliti memeriksa hasil kerja siswa.
  - 4) Setelah selesai, peneliti membacakan cerita yang sebenarnya kepada siswa.

### **3. Penutup**

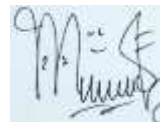
- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.
- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

### **H. Sumber Belajar**

1. Kamus bahasa inggris dan internet
2. Chain card game

Malangke, 10 Januari 2019

Mahasiswa,



Mila Fadillah

NIM. 14.16.3.0178

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Nama Sekolah** : SMAN 6 Luwu Utara  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI MIA 1/ Ganjil  
**Skill** : Writing  
**Alokasi Waktu** : Pertemuan ke-7 (2 x 60 menit)

### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks esei pendek berbentuk *narrative* dalam konteks kehidupan sehari-hari.

### **B. Kompetensi Dasar**

Mengungkapkan makna dan langkah retorika dalam esei pendek dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

### **C. Indikator**

1. Menulis kembali teks *narrative* yang telah mereka susun pada pertemuan sebelumnya atau salah-satu cerita yang pernah mereka susun pada permainan Chain Card Game sebelumnya.

2. Menulis kembali teks *narrative* menggunakan kata-kata sendiri.

### **D. Tujuan Pembelajaran**

1. Pada akhir pembelajaran siswa dapat menghasilkan teks tertulis berbentuk *narrative*.



## **E. Metode**

1. Chain Card Game (CCG)

## **F. Kegiatan Pembelajaran**

### **1. Pendahuluan**

- a. Greetings
- b. Menyampaikan SK, KD, indikator dan tujuan pembelajaran.
- c. Berdoa bersama dan mengecek kehadiran siswa.
- d. Peneliti melakukan brainstorming tentang pelajaran pada pertemuan-pertemuan sebelumnya.

### **2. Kegiatan Inti**

- a. Peneliti memberikan tes writing (post-test) kepada siswa.
- b. Siswa menulis teks paragraf narrative atau salah-satu cerita yang pernah mereka susun pada permainan Chain Card Game sebelumnya dengan menggunakan kata-kata mereka sendiri.
- c. Siswa mengerjakan tes untuk mengetahui hasil pembelajaran yang telah dilakukan.

### **3. Penutup**

- a. Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar.
- b. Memotivasi siswa untuk membiasakan diri untuk mempraktekan kedalam kehidupan sehari-hari.
- c. Peneliti dan siswa mengucapkan salam penutup.

## **G. Sumber Belajar**

1. Kamus bahasa inggris dan internet
2. Chain Card Game

## **H. Penilaian**

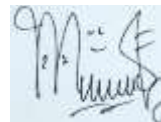
1. Procedure
  - a. Tes tulis
2. Jenis teks
  - a. Tulisan : Menjawab pertanyaan dilembar jawaban
3. Instrument
  - a. Write a narrative paragraph about the story that you have arranged. Your writing should consist of at least 3 (three) paragraphs.

#### **I. Prosedur Penilaian**

1. Pedoman penilaian :
  - a. Berdasarkan pada halaman 23-26 yang di kutib dari buku “*Writing English Language Test*” oleh J.B Heaton
  - b. Instrument penilaian terlampir

Malangke, 17 Januari 2019

Mahasiswa,



Mila Fadillah

NIM. 14.16.3.0178

### Pre - Test

Name : \* NUR TRS ANDINI

Class XI IPA 1

#### Instructions!

1. Write your full name and your class.
2. Write down narrative paragraph tell about your unforgettable experience
3. Your writing should consist of at least 3 (three) paragraphs

1. Once upon a time, exact at mount Oktober ~~3000~~ I follow contest ~~3000~~ tent  
homage saka kencana and wild ginger Pin adolescent ~~3000~~ at contest  
\* At energy that I ~~3000~~ meet

### Pre - Test

Name - MIFUSU JASNAH

Class - XI MA I.

#### Instructions:

1. Write your full name and your class.
2. Write down narrative paragraph tell about your unforgettable experience.
3. Your writing should consist of at least 3 (three) paragraphs.

---

An unforgettable experience in my life that is being able to take part in a compete that is so crowded with 1310 participants ~~too~~ who attended the camp there I have an ~~imp~~ important role in being able to become a committee.

there I ~~felt~~ felt so important for the activity, interrupted by free time we gathered in one orange tent telling stories or complaining about the joys and sorrows that we could be tired of.

in that activity I got an experience that was so valuable that ~~the~~ differentiation was not a ~~no~~ thing that was ~~separate~~ but a thing that united.

### Post - Test

Name : FADIL

Class : XI MIA 1

#### Instructions:

1. Write your full name and your class.
2. Make a narrative paragraph about the story that you have arranged.
3. Your writing should consist of at least 3 (three) paragraphs.

#### Chicken and Golden eggs

One day in the Ardo City a woman went to the market and bought a chicken. A few days later, Surprisingly, the chicken produced a golden egg.

If the chicken was golden eggs to lay more than one egg a day, the woman would certainly not work again.

So the woman decided to feed the chicken more so that the chicken could lay more eggs again. But it turned out the chicken died because it was caused by inflammation of the digestion.

### Post - Test

Name : Nur ahyaqna pardi  
Class : XI MIA 1

#### Instructions!

1. Write your full name and your class
2. Make a narrative paragraph about the story that you have arranged
3. Your writing should consist of at least 3 (three) paragraphs

#### Cinderella

A long time ago, in a village lived a beautiful girl named Cinderella with her evil stepmother and two half sister. He worked hard all day. One day they all went to palace, leaving Cinderella. Cinderella feels sad. Suddenly there was a burst of light and his mother appeared.

By stopping the miracle he turns Cinderella into a beautiful princess with glass slipper and a horse carriage appears at the door. Fairy mother warns Cinderella to return before midnight. Cinderella arrived at the dance, the prince sees her and falls in love.

They danced all night. At twelve o'clock, Cinderella rushed to the train, leaving one of her sandals. The prince goes to every house in town with shoes until he finds Cinderella. Prince and Cinderella live happily ever after.

## DOKUMENTASI



(Teaching Narrative Paragraph)



(Giving Pre-test)





(Treatment)



(Chain Card Game)





(Giving Post-test)





(XI MIA 1 - SMAN 6 Luwu Utara)



## CURRICULUM VITAE



The researcher, Mila Fadillah was born on October 10<sup>th</sup> 1996 in Lettekeng. She is the third daughter of Benyamin Tandiwarra and Farida Usman. She has three sisters. Her sisters name is Indah Afrianti, iis Wismayanti, and Dian Piska. In 2002, she started her education at SDN 153 Mattirowalie and graduated in 2008.

In the same year, she continued her study at SMPN 1 Malangke and graduated in 2011. She continued her study at SMAN 1 Masamba and finally she graduated in 2014. After graduated from senior high school, she continued her study at IAIN Palopo in English Department and graduated in 2019.